

Preventing School Dropout with Secondary Students

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The Meadows Center for Preventing Educational Risk (MCPER)

<http://www.meadowscenter.org/>

University of Texas at Austin

<http://www.utexas.edu/>

Greater Texas Foundation

Grant #2556661



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

A National Crisis

- Approximately 75% of students graduate within 4 years (Chapman, Laird, & KewalRamani, 2010)
- High school students in the lowest 25% of their class are 20 times more likely to drop out than the highest-performing students (Carnevale, 2001)
- If the graduation rate increased by only 5%, the nation could see an annual savings and revenue of \$5 billion in crime-related costs (Alliance for Excellent Education, 2006)

What do we know about dropout prevention interventions?

IES (2008) recommendations for reducing dropout rates:

Diagnostic

1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.

Targeted intervention

2. Assign adult advocates to students at risk of dropping out.
3. Provide academic support and enrichment to improve academic performance.
4. Implement programs to improve students' classroom behavior and social skills.

School-wide intervention

5. Personalize the learning environment and instructional process.
6. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.

Project GOAL

Graduation = Opportunities for Advancement and Leadership

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Purpose

This randomized, controlled trial was designed to test the efficacy of

- a dropout prevention intervention, an enhanced model of **Check & Connect** (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005)

with an 8th-9th grade cohort of students at-risk for dropping out of a low-income middle school in the southwest

What is the efficacy of a two-year dropout prevention intervention with an at risk 8th-9th grade cohort compared with a well-documented, school-implemented comparison, business as usual group?

Project Timeline

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade Level	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Project GOAL	Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up	Follow Up

Criteria for Inclusion

Attendance

- Absent more than 10% (absent more than 20 days of school)
- Tardy more than 10% (tardy more than 20 days of school)

Behavior

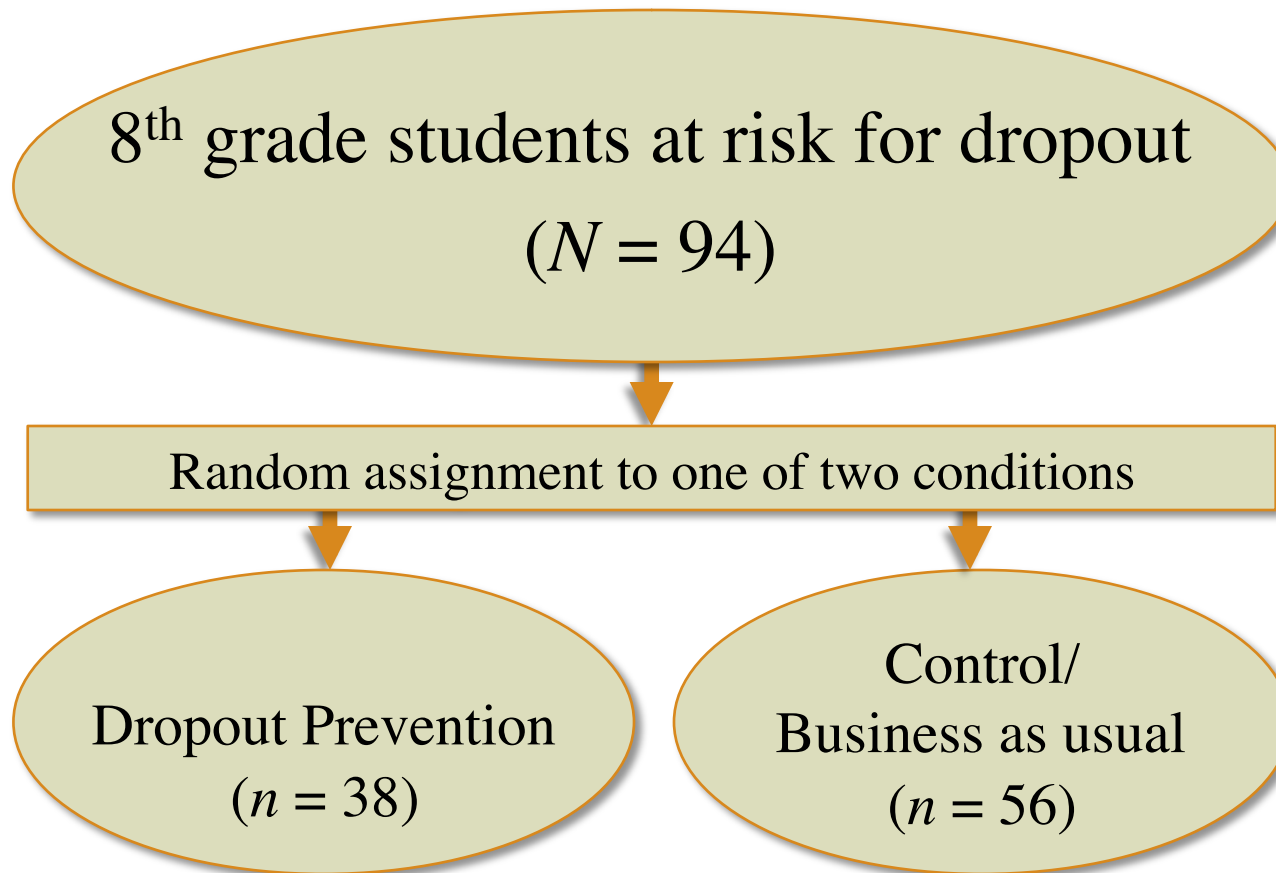
- Had at least 5 discipline referrals/student conduct violations

Course failures

- Failed 7th grade Reading Texas Assessment of Knowledge and Skills (TAKS)
- Failed Science
- Failed English Language Arts
- Failed Math
- Failed Social Science

Retained in 6th or 7th grade

Research Design



Participants

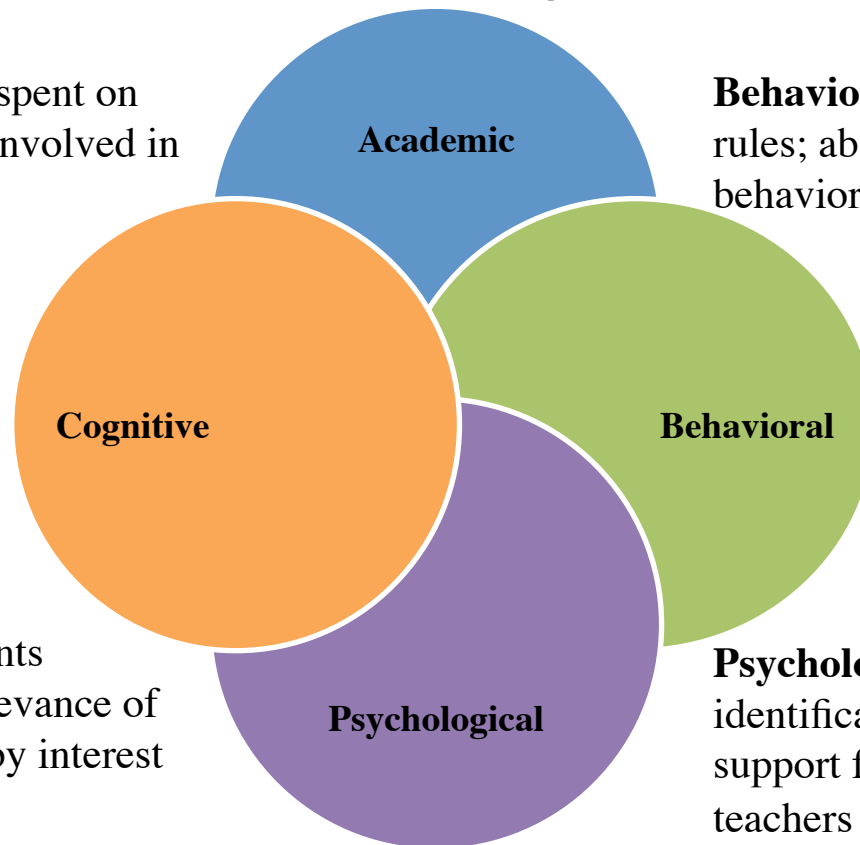
Participants	Dropout Prevention <i>n</i>	Business As Usual <i>n</i>
Students at end of the Year 1	32	48
Female	16	22
Male	16	26
English Learners	8	15
Students with disabilities	3	3
African American	11	15
Hispanic	19	29
White	2	3
Asian	0	1

Taxonomy of Student Engagement

A multidimensional construct composed of four components (Appleton, Christenson, & Furlong, 2008)

Academic: time spent on homework; time involved in class

Behavioral: following the rules; absence of disruptive behaviors



Cognitive: students' perceptions of relevance of school indicated by interest in learning

Psychological: feelings of identification of belonging; support from parents, teachers

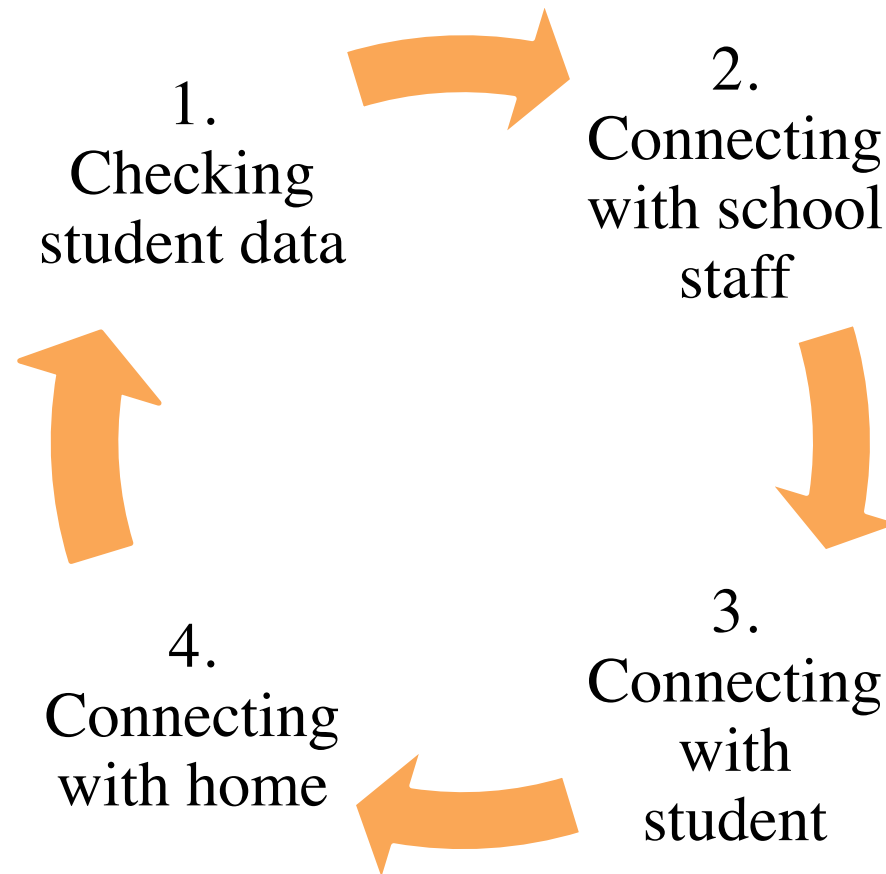
Student Engagement Measures

- **Student Engagement Instrument ([SEI]; Appleton & Christenson, 2004)**
 - Group-administered, 32-item measure about one's attitudes, perceptions about school, education, and family involvement
- **Student Dropout Risk Inventory ([SDRI]; Vaughn, Roberts, & Wexler, 2010)**
 - Group-administered, 63-item measure that screens for dropout risk
- **Student Engagement Data**
 - Attendance
 - Behavioral infractions (referrals, ISS, OSS)
 - Grades
 - Retention

Project GOAL



Checking and Connecting



Overview of the Core Components

Individual Interventions			Group Interventions		
Connect Commitment	Connect Conversation	Home Connection	GOAL Sessions	College & Career Exploration	Motivation
Meeting and greeting students	Discussing the importance of students' risk indicators	Attempting to or making contact with students' families	Modeling and practicing academic and behavioral skills students' need to succeed	Exploring students' college and/or career interests	Acknowledging students' progress in academics, behavior, and leadership

Project GOAL Advisor Responsibilities

- Check student data to determine status for all students
- Connect with school staff regarding student concerns
- Connect regularly with parents/guardians to support commitment to school
- Determine the targeted interventions and map a plan for implementation
- Implement GOAL sessions (problem solving and goal setting)
- Explore post-secondary options with students
- Motivate students by acknowledging improved academics or behavior
- Attend Truancy court hearings, when appropriate
- Provide intervention to students in alternative school settings

TIERED INTERVENTIONS OF DROPOUT PREVENTION



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Determining Risk Status

Weekly	Intensive	Basic	Monitoring
Period Absences (UE & E & T)	≥ 8	≥ 3	≤ 2
Behavioral Infractions (Ref & ISS & OSS)	> 1	1	0
Grades (Class score %)	$\leq 69\%$ any class	$\leq 74\%$ any class	$\geq 75\%$ all classes

Weekly Student Progress Check

School: XX High School		Advisor: XXXXXX		Date: _____		II= 2 BI= 2 M= 1													
Project GOAL Student Progress Check																			
Weekly progress (week of _____) or Cycle/cumulative progress (dates of _____)																			
Student Name	GRADES		ATTENDANCE		BEHAVIOR		CRI *	NOTES	Status	INTERVENTION PLAN FOR NEXT WEEK		Indicate When					Completed		
	Low C (70-74)	F = Close to passing (60-69) F = Far from Passing (≤59)	Unexcused Absence	Excused Absence	Class Skips/Tardy Tank Referrals	ISS				OSS	# of Credits Earned	Specific Classes, Attendance Patterns, Notes for Consideration, Etc.	Actions & Interventions planned to implement during the following week that target a student's risk behavior		M	T		W	R
Example Student A	1	2	1	3	3	1		3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	II	4	Art-why skipping						✓
											2	Art teacher and parent about grades and abs			L			✓	
											6	Attendance contract with student, parent, and Admin				AS		✓	
Example Student B	3			1	4			6		Tardies-all in P5 Span	BI	4	Tardies-all in P5 Spanish		5			nwk	
Example Student C	1							7		Geog 72%	MC	3	P2-Geog missing packet	2				✓	
Example Student D	1			7				5	*	Geom 70%	II	1	Ab-related to mom's illness?	2		2	2	✓	
											6	Mot-pos reinforce grades							
Example Student E	2							7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French	BI	1	Alg-how to study for test next week					✓	

- | Quick Reference for Interventions | |
|-----------------------------------|--|
| 1. | Connect Commitment with student about ____ (May develop into Conversation) |
| 2. | Check in with school staff about ____ |
| 3. | Observe student in ____ |
| 4. | Connect Conversation about ____ |
| 5. | Home Connection about ____ |
| 6. | Other |

	GRADES			ATTENDANCE			BEHAVIOR			CRD	*	NOTES
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	OSS	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%
Example Student B	3				1	4				6		Tardies-all in P5 Span
Example Student C	1									7		Geog 72%
Example Student D	1				7					5	*	Geom 70%
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French

STUDENT	GRADES			ATTENDANCE			BEHAVIOR			CRD	*	NOTES	CURRENT STATUS		
	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤ 59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	OSS	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%			
Example Student B	3				1	4				6		Tardies-all in P5 Span			
Example Student C	1									7		Geog 72%			
Example Student D	1				7					5	*	Geom 70%			
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French			

Weekly	Intensive	Basic	Monitoring
Period Absences (UE & E & TT)	≥ 8	≥ 3	≤ 2
Behavior (Ref & ISS & OSS)	> 1	1	0
Grades (Class score %)	$\leq 69\%$ any class	$\leq 74\%$ any class	$\geq 75\%$ all classes

	GRADES			ATTENDANCE			BEHAVIOR			CRD	*	NOTES	CURRENT STATUS		
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	OSS	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	X		
Example Student B	3				1	4				6		Tardies-all in P5 Span		X	
Example Student C	1									7		Geog 72%			X
Example Student D	1				7					5	*	Geom 70%	X		
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French		X	

Quick Reference for Interventions

1. Connect Commitment with student about ____ (May develop into Conversation)
2. Check in with school staff about ____
3. Observe student in ____
4. Connect Conversation about ____
5. Home Connection about ____
6. Other

	GRADES			ATTENDANCE			BEHAVIOR			C R D	*	NOTES	CURRENT STATUS			PLAN FOR INTERVENTIONS FOR NEXT WEEK (week of _____ - _____)	✓
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy/Tank	Behavioral Referral	ISS	OSS	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY	Write specific actions and interventions that you plan to implement during the following week that target a student's risk behavior	COMPLETED ✓
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	X			4. Art – why skipping 2. Art teacher and parent about grades and abs 6. Attendance contract with student, parent and Admin	X X X
Example Student B	3				1	4				6		Tardies-all in P5 Span		X		4. Tardies-all in P5Span	
Example Student C	1									7		Geog 72%			X	3. P2-Geog about missing packet	X
Example Student D	1				7					5	*	Geom 70%	X			1. Ab-related to mom's illness? 6. Mot-pos reinforce grades	X
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French		X		1. Alg-how to study for test next week	X

Quick Reference for Interventions

1. Connect Commitment with student about ____ (May develop into Conversation)
2. Check in with school staff about ____
3. Observe student in ____
4. Connect Conversation about ____
5. Home Connection about ____
6. Other

Advisor Log and Daily Field Notes

School: _____ Advisor: _____ Date: _____

Project GOAL Daily Advisor Log of Interventions and Field Notes

STUDENT	CHECK			CONN		GRP ACT		HOME CONN		MOT	DETAILS	
	check student risk data	check with school staff	observe student	connect commitment	*connect conversation	attend GOAL session	attend CCE/FT speaker	home contact made/met parent	home contact-attempt	participate in incentive	Other/notes: (typical day, special schedule, specific details about an intervention)	Follow-up needed?
Example Student A	x			xx							Ck Art tomorrow again	x
Example Student B	x										Absent all day--Unex	x
Example Student C	x		x	x	xx						F: Geog to help problem solve about his bullying ref IS: moved seat, don't talk to student	
Example Student D					x						F: planned how to manage hwork IS: write down all hw given in each class for one day -I gave him a nbk & will ck each day for a week or contract	x
Example Student E				x								

INDIVIDUAL INTERVENTIONS



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Project GOAL

Project GOAL Expected Weekly Intervention Dosage

	Individual Activities			Group Activities		
	Connect Commitment	Connect Conversation	Home Connection	GOAL Session	College & Career Exploration	Motivation
Intensive Interventions	2* <i>Total = 7</i>			1 (1/bi-weekly)	1 (1/month)	2 (2/bi-weekly)
Basic Interventions	1* <i>Total = 5</i>			1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)
Monitoring Only	1* <i>Total = 1</i>			1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)

Note. *=At minimum.

Connect Commitment Examples

- Recognizing a student's attendance "I noticed you arrived to class on time two days in a row. Good job!"
- Telling a student "Tryouts for the basketball team are next week."
- Saying "Good morning, Sheree. It's nice to see you today." to a student in the hallway.



Connect Conversation Examples

- Role-playing with a student on how to approach his algebra teacher during lunch and find out when algebra tutorials are held.
- Discussing the increasing number of absences a student has in the period after lunch and coming up with a plan to improve.
- Talking with a student about how to study for Biology quizzes.



Home Connection Examples

- Meeting with a parent/guardian to develop a contract for the student to follow the school's behavioral expectations.
- Calling a parent/guardian to ask if the student can attend the military speaker presentation after school.
- Mailing a newsletter to a student's parent/guardian with updates on the upcoming field trip.



GROUP INTERVENTIONS

Project GOAL

Project GOAL Expected Weekly Intervention Dosage

	Individual Activities			Group Activities		
	Connect Commitment	Connect Conversation	Home Connection	GOAL Session	College & Career Exploration	Motivation
Intensive Interventions	2* <i>Total = 7</i>			1 (1/bi-weekly)	1 (1/month)	2 (2/bi-weekly)
Basic Interventions	1* <i>Total = 5</i>			1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)
Monitoring Only	1* <i>Total = 1</i>			1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)

Note. *=At minimum.

GOAL Session Examples

- Setting a behavioral goal with a student to decrease the number of referrals earned.
- Modeling how to solve a problem based on a scenario presented to the group.
- Discussing a student's response to a journal topic.



Group Session: Goal Writing

Goal: I will earn at least a 70 in all of my classes by March 1, 2010

Specific: *What exactly will you accomplish?*

I will raise all my grades to a 70 or above.

Measurable: *How will you know when you have reached this goal?*

I will see scores of 70 or above on my grade printout.

Action Oriented: *What actions will you have to take?*

I will do my work and pay more attention in English and science class.

Realistic: *Can you see yourself actually doing this?*

Yes. I am passing all but two classes, so I don't have far to go.

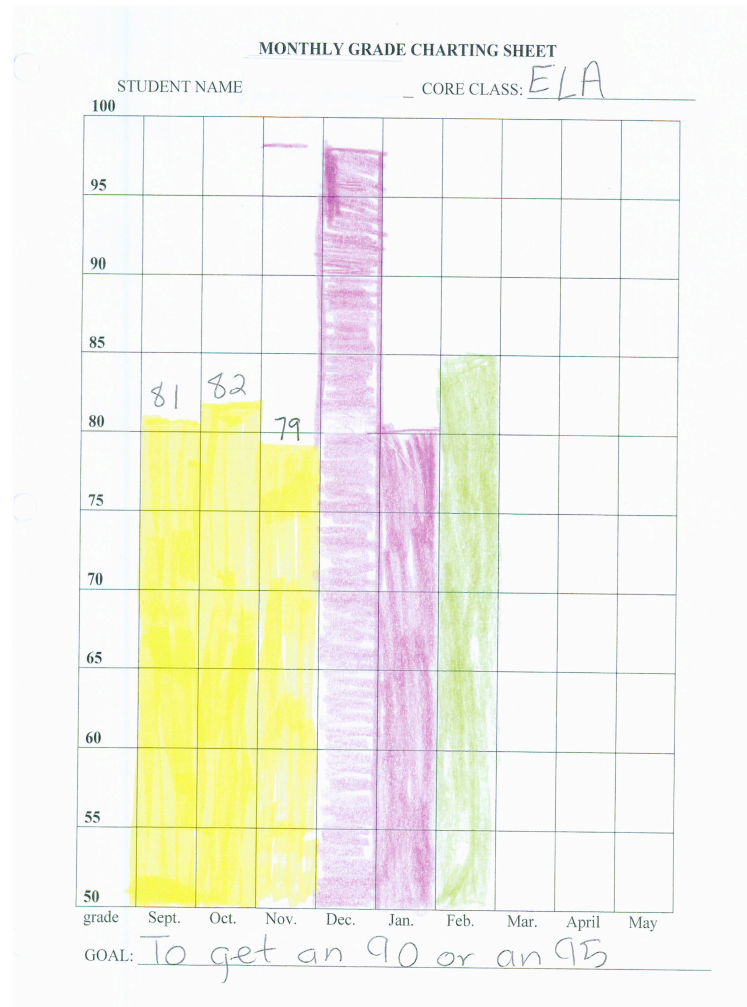
Timely: *When will this goal be achieved? Set a specific date or time limit.*

By March 1, 2010

Immediate Steps to Meet the Goal

Immediate Steps		
What	How often?	Who can hold you accountable?
Participate in class: Pay attention and ask questions if I don't understand.	(circle all that apply) Daily, weekly, as needed Other: _____	(circle all that apply) Myself, parent, teacher Other: <u>Ms. Martinez</u>
Complete all of my work in all of my classes.	(circle all that apply) Daily, weekly, as needed Other: _____	(circle all that apply) Myself, parent, teacher Other: <u>all my teachers</u>
Study my notes for science tests.	(circle all that apply) Daily, weekly, as needed Other: _____	(circle all that apply) Myself, parent, teacher Other: _____

Student's Grade Charting Sheet



College and Career Exploration Examples

- Arranging for a student to meet with a graphic designer to discuss career options and art aspirations.
- Meeting with a student and the counselor to verify that the student's schedule includes the prerequisites for the local culinary school.
- Exploring post-secondary education institutions in the area.



ACC and ART INSTITUTE OF AUSTIN Campus Exploration

Teacher Lead from HS: Project GOAL Advisor
 Counselors Offices:
 Cell Contact:

ACC – EASTVIEW & RIVERSIDE CAMPUS

Eastview Campus Address
 3401 Webberville Rd, 78702
 Contact:
 Materials: Sack Lunches

December 7, 2010 (tentative)

Bus Departure from HS: 9am
 Bus Arrival back to HS: 2:30pm
 # of Students: 25 each day

Riverside Campus
 1020 Grove Blvd, 78741
 Contact:
 Materials: Sack Lunches

December 7, 2010 (tentative)

Bus Departure from HS: 9am
 Bus Arrival back to HS: 2:30pm
 # of Students: 25 each day

ART INSTITUTE of AUSTIN

101 W. Louis Henna Blvd, Suite 100, 78728
 Contact:
 Materials: Sack Lunches

December 7, 2010 (tentative)

Bus Departure from HS: 9am
 Bus Arrival back to HS: 2:30pm
 # of Students: 25 each day

PURPOSE:

This field trip will explore...

- | | |
|--|--|
| <input checked="" type="checkbox"/> College and Career Exploration | <input type="checkbox"/> Community Service |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Empowering Students |

AGENDA:

Time	Activity	Key behavioral expectations
9am	Bus depart HS	Students in Cafeteria waiting
10am	Tour ACC Campus	Be polite, listen, behave
11am	Sack Lunches - ACC Campus	No use of vending machines or outside food
12pm	Bus departs ACC Campus	Proper bus riding behavior
1pm	Tour AI of Austin	Be polite, listen, behave
2pm	Depart AI of Austin	Proper bus riding behavior
2:30pm	Arrive back at HS	Return to 6 th period

STUDENT OUTCOMES:

Students will be able to describe the campuses.
 Students will be able to discuss the pros and cons of attending ACC or AI at Austin
 Students will be able to evaluate which kind of school is best for themselves.

Motivation Examples

- Student A observes Student B volunteering to help Student C who is struggling with an assignment. Student A awards Student B a PEEPS point.
- Rewarding a student for earning a PEEPS point from his Geography teacher.
- Cashing in points for a student's monthly incentive.



PEEPS =

Promoting Enthusiastic Engaged Peer Success

Fidelity Measure: Adherence

Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention

Project GOAL Fidelity Cover Page

TOTAL TIME OF OBSERVATION ____ <i>hrs</i> ____ <i>min</i>	TOTAL FIDELITY SCORE ____ <i>/36</i>
--	---

Attach the previous Student Progress Check weekly/cycle sheet with the respective Daily Monitor Log of Interventions and Field Notes forms.

IA. Adherence of Checking Student Data

- | | |
|--|------------|
| 1. Advisor checked student data to determine status for all students (weekly progress check) | __yes __no |
| 2. Advisor planned targeted interventions that address each risk area for all II and BI students | __yes __no |

ADHERENCE OF CHECKING: FIDELITY SCORE ____ */2*

IB. Adherence of Connecting

- | | |
|---|------------|
| 3. Advisor mapped a plan to implement the targeted interventions, min. of 1/period (daily plan) | __yes __no |
| 4. Advisor implemented the daily plan or diverged for valid reasons (daily plan) | __yes __no |
| 5. Advisor logged the intervention components/dosage students received (daily field notes) | __yes __no |

ADHERENCE OF CONNECTING: FIDELITY SCORE ____ */3*

II. Implementation Quality of Project GOAL

Overall Scores

- | | |
|--|-----------------|
| ▪ Advisor's performance indicator implementation quality | ____ <i>/24</i> |
| ▪ Advisor's global observation implementation quality | ____ <i>/7</i> |

IMPLEMENTATION QUALITY OF CONNECTING: FIDELITY SCORE ____ */31*

May be measured prior to the fidelity observation to determine if students are receiving the expected dosage to date or per identified timelines, i.e., semester, cycle, month, or week.

May also be measured at the end of the year to determine the amount of intervention received by students.

III. Exposure/Dosage

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Connect Commitment▪ Connect Conversation▪ Home Connection▪ College and Career Exploration▪ GOAL Session▪ Motivation | |
|--|--|

EXPOSURE /DOSAGE OF PROJECT GOAL: FIDELITY SCORE ____ */XX*

Fidelity Measure: Quality

Project GOAL Fidelity: Implementation Quality of Connecting

Descriptive Information						
Date:	Advisor:	Site:				
Weekday:	Observer:	District:				
Period(s):	Length of Observation:	Observation Round:				
Performance Indicators						
Implementation of Project GOAL			Implementation Quality			
Daily	Seeking information (Checking; Connecting; Home Connection)		4	3	2	1
	<ul style="list-style-type: none"> Information is actively sought from teachers, staff, parents, and/or students to enhance interpretation of student data Def: Time spent discussing issues related to a student, asking questions, listening to, collaborating on student issues, and investigating to determine underlying issues concerning the student. Ex. Talking with a student, parent, staff member, or related support staff regarding students' attendance, behavior, and grades 		Notes			
	Connecting (Commitment)		4	3	2	1
	<ul style="list-style-type: none"> Interactions are personalized and informed Def: Time spent talking with a student before, during, and after classes, observing a student in and outside of the classroom, and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection Ex. Saying "Good morning, Sheree. It's nice to see you today." to a student in the hallway 		Notes			
	Connecting (Conversations)		4	3	2	1
	<ul style="list-style-type: none"> Conversations are targeted and individualized Def: Time spent engaging in a targeted, directed conversation that typically concludes with specific next steps for a student to follow, which may include problem solving of academic or behavioral issues, discussing a student's personal concerns, and providing instructional support Ex. Strategizing with a student to arrive to school on time or to attend tutorials for a failing class 		Notes			

GOAL Session Fidelity

PROJECT GOAL GROUP SESSION FIDELITY

Descriptive Information		
Date:	Period:	Advisor:
Content:	Observer:	District:
Number of students:	Length of Observation:	Observation Round:

I. Setting the Purpose				IMPLEMENTATION QUALITY					
Start time:	end time:	Total time spent on component I:		minutes	4	3	2	1	N/A
How much time spent on off task behavior? _____ minutes									
Setting the Purpose Sub-components	Observed	Partially Observed	Not Observed	Notes:					
Review the agenda									
State the objective(s)									

II. Presenting the Lesson				IMPLEMENTATION QUALITY					
Is this a Problem-solving lesson?? _YES _NO									
Start time:	End time:	Total time spent on component II:		minutes	4	3	2	1	N/A
How much time spent on off task behavior? _____ minutes									
Presenting the Lesson Sub-components	Observed	Partially Observed	Not Observed	Notes:					
Connect the skill to real-life situations									
Model the skill									
Provide opportunities to practice the skill									

Coaching Feedback

Project GOAL Fidelity: Implementation Quality of Connecting--Recommendations for Coaching

Descriptive Information		
Date of Fidelity Observation: 12/3/2010	Advisor:	Site:
Date of Feedback Meeting: 01/06/2011		District:
Date of Coaching Session:		Observation Round: 1
Performance Indicators		
Implementation of Project GOAL	Implementation Quality—COACHING FEEDBACK	
Seeking information (Checking; Connecting; Home Connection) <ul style="list-style-type: none"> Information is actively sought from teachers, staff, parents, and/or students to enhance interpretation of student data Def: Time spent discussing issues related to a student, asking questions, listening to, collaborating on student issues, and investigating to determine underlying issues concerning the student. Ex. Talking with a student, parent, staff member, or related support staff regarding students' attendance, behavior, and grades 	Coaching Feedback:	
Coaching Needed: Increase time spent talking with teachers/Building professional relationships with teachers		
Connect (Commitment) <ul style="list-style-type: none"> Interactions are personalized and informed Def: Time spent talking with a student before, during, and after classes, observing a student in and outside of the classroom, and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection Ex. Greeting a student and recognizing that he/she arrived to all of his/her classes on time yesterday 	Coaching Feedback:	
Coaching Needed: Providing explicit (more personalized) feedback to students when briefly connecting with them		

Daily

(Meadows Center for Preventing Educational Risk, 2010)

What Have We Learned

- Accessing timely, accurate data is critical to informing interventions that are responsive to students' actual needs
- Determining who are the highest risk students who require intensive, individualized interventions
- Importance of providing tiered interventions using risk indicators
- How to develop a standardized, replicable intervention
- Measuring treatment fidelity to be able to make causal claims
- Combining academic support with dropout prevention in a school-wide model
- Strengthen the school to home and community connection

The Implementation of an Individualized Reading and Dropout Prevention Intervention

Institute of Education Sciences

Grant # R324A10002



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FOR PREVENTING EDUCATIONAL RISK

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

Project Timelines

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade Level	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Project GOAL	Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up	Follow Up
Adolescent Literacy and Project GOAL		Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up

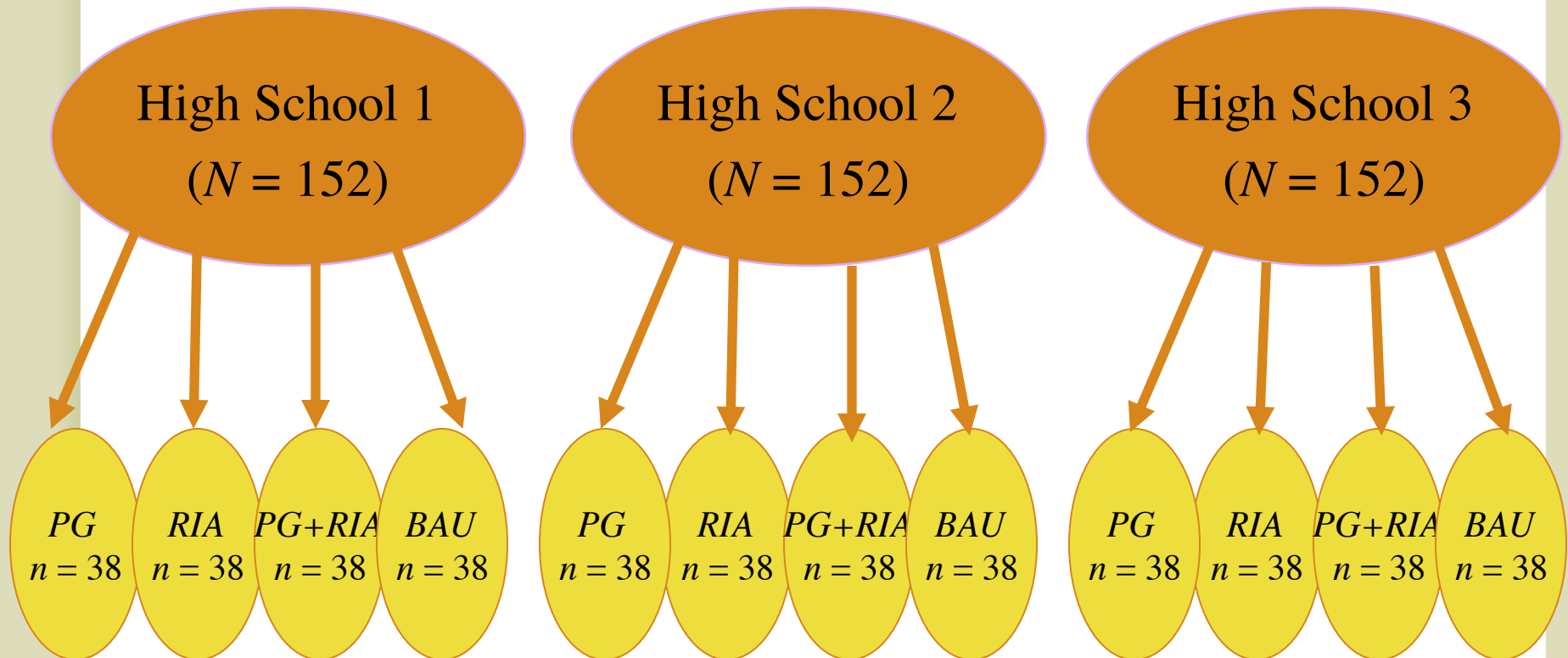
Purpose

To conduct a carefully controlled efficacy trial of

- an intensive, individualized reading instruction, **Reading Instruction for Adolescents ([RIA]**; Wexler & Vaughn, 2008), *AND*
- a dropout prevention intervention, an enhanced model of **Check & Connect** (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005)

in a demographically diverse setting that represents a range of ethnically and linguistically diverse students

Research Design



Random assignment to one of the four conditions within each school

Reading Instruction for Adolescents (RIA)

- **Aligned with outcomes from research with adolescent readers and Adolescent Literacy Practice Guide (Kamil et al., 2008)**
 - Vocabulary and Discussion activities
 - Background knowledge and comprehension
- **Utilized a standardized word study approach**
 - REWARDS (Archer, Gleason, & Vachon, 2003)
 - Silent timed reading with phrase fluency work
- **Aligned with the district core content curriculum**

8-day RIA unit

Day	Focus	Agenda	
1	Introduce Unit CSR, before reading	<ul style="list-style-type: none"> • Unit Focus Question • Background Knowledge • Vocabulary 	<ul style="list-style-type: none"> • Preview passage • Anticipation Guide
2	CSR, during reading	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary 	<ul style="list-style-type: none"> • CSR (during reading)
3	CSR, during and after reading	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary • CSR (during reading) 	<ul style="list-style-type: none"> • CSR (after reading)
4	Discussion	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary 	<ul style="list-style-type: none"> • Compile the evidence • Summary writing
5	Discussion	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary 	<ul style="list-style-type: none"> • Content quiz • Discussion preparation
6	Discussion	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary 	<ul style="list-style-type: none"> • Discussion • Review content quiz
7	Independent reading	<ul style="list-style-type: none"> • Phrase fluency • Vocabulary 	<ul style="list-style-type: none"> • Silent timed reading
8	Anticipation Guide	<ul style="list-style-type: none"> • Vocabulary • Anticipation Guide 	<ul style="list-style-type: none"> • Word Map

Guiding Questions

- How do schools accurately identify students to target for dropout interventions?
- How can schools organize their resources to collect timely, accurate student data that will inform how to intervene with which students, at what point, how often, and for how long?
- Which interventions are the most promising for increasing student engagement in school?
- Do we think that secondary students receiving academic support with dropout prevention will be more likely to stay in school and potentially progress in school?

Thank You

The Dropout Institute

<http://www.meadowscenter.org/institutes/dropout/>



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

School: XX High School

Advisor: XXXXXX

Date: _____

II = _____
BI = _____
MO = _____

Project GOAL Student Progress Check

__weekly progress (week of _____ - _____) or __cycle/cumulative progress (dates of _____ - _____)

	GRADES			ATTENDANCE			BEHAVIOR			CRD	*	NOTES	CURRENT STATUS			PLAN FOR INTERVENTIONS FOR NEXT WEEK (week of _____ - _____)	✓
	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	OSS	Number of credits earned	Other concerns present		INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY	Write specific actions and interventions that you plan to implement during the following week that target a student's risk behavior	
STUDENT												Note specific problem classes, any attendance patterns, notes for consideration, etc.					COMPLETED ✓
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%					
Example Student B	3				1	4				6		Tardies-all in P5 Span					
Example Student C	1									7		Geog 72%					
Example Student D	1				7					5	*	Geom 70%					
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French					

Weekly	Intensive	Basic	Monitoring
Period Absences (UE & E & TT)	≥8	≥3	≤2
Behavior (Ref & ISS & OSS)	>1	1	0
Grades (Class score %)	≤69% any class	≤74% any class	≥75% all classes

Quick Reference for Interventions
1. Connect Commitment with student about _____ (May develop into CC) 2. Check with school staff about _____ 3. Observe student in _____ 4. Connect Conversation about _____ 5. Home connection about _____ 6. Other